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A Note to Agents

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ON CLOTHING SERIES 2

PA-870 • Division of Home Economics • Federal Extension Service • U.S. Department of Agriculture

Each of the lessons in Clothing Series 2 may be used independently of the others. They include:

1. *Styles that Look Good Make You Feel Good.* (For Program Aides)
2. *Your Money and Clothing Labels.* (For homemakers)
3. Case studies — Jones, Ford, and Turner Families. (For homemakers)
4. *Buying a Secondhand Sewing Machine.* (For homemakers)

STYLES THAT LOOK GOOD MAKE YOU FEEL GOOD

This lesson is most effective for program aides to use in a group situation. The booklet is not intended as a handout to homemakers. Each woman benefits from the opinions of others in the group. By following the steps outlined in this leaflet, your program aide can help her group appreciate the different effects the same line can create for women of different builds. It is easiest to demonstrate these different effects on women who are wearing fairly simple dresses with few

distracting factors. Because it is expensive and used up rapidly, we have suggested using masking tape only when it seemed necessary.

YOUR MONEY AND CLOTHING LABELS

In this lesson, stories couched in the homemakers' dialogue give your program aides a ready-made approach. Preliminary testing shows that this audience responds strongly to this method. We have used brand names only where essential, although low-income homemakers do talk in terms of specific products. Alert your program aides to fill in locally-preferred brand names.

Check local stores to learn which trade name finishes are available in your area. You may find local brand names that are not listed in this pamphlet. Call them to the attention of your program aides.

Be sure each program aide has a supply of this booklet to give to homemakers. The booklet is designed to help the women keep a record of their families' clothing.

These publications in Clothing Series 2 were prepared by Alice Linn, Clothing Specialist, Division of Home Economics, Federal Extension Service. They are based on experiences with low-income homemaker's groups.

(You may wish to mimeograph enough copies of this page, *Teaching "Your Money and Clothing Labels"*, so that each of your program aides may have her own copy as a teaching guide.)

Teaching "Your Money and Clothing Labels"

—A Guide for Home Economics Program Aides

This lesson uses stories to help teach women about looking at labels on clothes and fabrics. The labels will help the women buy clothes that will act the way they want them to. They will help them get their money's worth. Read the leaflet over. Tell each story when you teach about that kind of label.

You will help the women learn about labels that tell:

- How to take care of the clothes.
- If clothes won't shrink.
- If spots or stains wipe off easily.
- If the cloth releases dirt easily.

You will also teach them where to look for labels on clothes and fabrics.

Be sure each woman gets a copy of the leaflet. The leaflet has lists of names that come on labels. Ask her if her family has any clothes with these names. Have her write them down.

THE CASE STUDIES

Most clothing lessons are designed to teach skills. These case studies are not really a lesson in that sense. They are an entirely different approach geared to the intricate problems of time and money management. In this case, management of a family's clothing dollars is used as an entree because it is a problem every woman faces.

The more your program aides know about the families they work with, the more they can help them. These case studies provide a vehicle to start the women thinking about their own buying practices. Your program aides will discover that these case studies intrigue the

women and start them talking about themselves.

The names in the studies become important. The women will begin to identify with these families. If a program aide listens closely, she will learn how much the women know about buying clothes (for instance, as they suggest ways Mrs. Jones could do better). *Don't have your program aides tell their women what is wrong with the spending.* Let the women draw on their own experiences. The program aide will find this an exciting way to get acquainted with her families.

These case studies are not model budgets. They are actual amounts

spent by real families. The studies were made in El Paso, Texas, in January of 1965. The Connecticut Extension clothing specialist verified each price a year later by borrowing identical items from a discount store. The largest variation in price was \$0.35. Most clothing items except nightwear are included.

(You may wish to mimeograph the following, for your program aides to use as their own guide in using these case studies with homemakers.)

Case Studies of Families and Their Clothing Money —A Guide for Home Economics Program Aides

The Jones, Turner, and Ford families are real families although these are not their real names. Take the story of one of these families with you when you visit a homemaker who needs help in buying clothing. Women begin to think about their own spending habits when they study the story of a family they don't know. Use the case studies with one woman or with a group of women. With a group is best.

1. Show the homemakers the pictures of the father and mother and their boys and girls. Some of them will be about the same age as children your homemakers have. As you discuss the families, your women may want to decide things about family members in the stories, like what size they wear, what color hair

There are three distinct family financial situations. They are printed in separate leaflets so you can spend as much time on each as is needed. If a program aide wants to use only one of the studies, her homemakers won't feel as if they have missed something.

they have, and what they like to do.

2. Use the story that fits the women you work with. Just talking about the Jones, Turner, or Ford family will help the women. They may bring up things their own families do. This will give you a chance to help them talk things out. You will also learn other things about the families that will help you help them.
3. Go through the list of clothing that the Jones, Turner, or Ford family bought last year. When a homemaker finds a price she thinks is too high or too low, have her write in the price she pays.
4. Ask what they think of the amounts each family paid for different things. Maybe you can talk about how to take care of clothes to make them last longer.

Remember, you are talking about a family you don't know personally, so you can criticize their buying and imagine the ways they may be careless. You might ask questions that will start the women talking about the quality of the clothing these families bought.

5. Give a copy of the story about the Jones, Turner, or Ford family to each homemaker so she can look it over at home.

6. After your discussion, write down what you learned about each of your families. This will help you think about their problems. Write out some questions you could ask the homemakers next time. Find questions that will help them think through their own problems. Next time you listen to each talk about decisions she is trying to make, you may want to use some of those questions.

(You may wish to mimeograph the following as a guide for each of your program aides.)

Buying A Secondhand Sewing Machine —A Guide for Home Economics Program Aides

The lesson, *Buying a Secondhand Sewing Machine*, will help the women in your group learn what to look for when they go to buy a used sewing machine. Here, too, the conversation-story approach will interest the homemakers, as you go through the lesson with them.

The three main points the leaflet makes are:

1. Straight stitch sewing machines cost less and are a better buy than zigzag machines. They are

easier for beginners to use, too.

2. If the woman has a zigzag machine, she should be sure to have a straight stitch presser foot and throat plate for regular sewing.
3. The woman should try out any machine before she buys it. She should check its condition.

You may use this leaflet as a guide to teach the women. You can also give each woman a copy to take home, to help her remember what you taught.

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